

**AN ANALYSIS OF STUDENTS' ERRORS IN CONSTRUCTING VERBAL
SENTENCES IN SIMPLE PRESENT TENSE IN DESCRIPTIVE
PARAGRAPH WRITING AT THE SEVENTH GRADE OF FIRST
SEMESTER AT MTS NU BIHA PESISIR BARAT IN THE ACADEMIC
YEAR 2019/2020**



(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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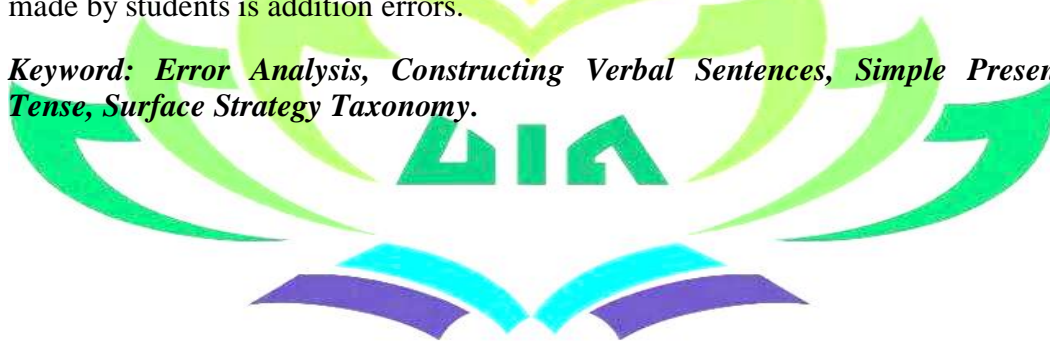
ABSTRACT

Error Analysis is one of ways to evaluate students' ability to understand second language. The objective of this research: (1) to discover the common mistake that is made by the students in constructing verbal sentence in simple preset tense, (2) to carry out the students' errors proportions (frequency and percentage) in constracting verbal sentences.

This research was conducted by using descriptive qualitative research method. The sample of the research was VII C class in MTs NU Pesisir Barat that consists of 20 students. The sample was conducted by purposive sampling technique. In collecting the data, the researcher used the documentation. It was students' task about Descriptive paragraph.

The result of this research showed that there were 49 items. The proportions (frequency and percentage) of the students' error in constructing verbal sentences in simple present tense in descriptive paragraph writing are addition with 41 items or 83.67%, omission with 8 items or 16.32%, misformation 0 item or 0%, missordering with 0 item or 0%. It shows that the highest error made by students is addition errors.

Keyword: Error Analysis, Constructing Verbal Sentences, Simple Present Tense, Surface Strategy Taxonomy.





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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

(6) most certainly, there is ease with hardship (7) So, whenever you are free, strive in devotion (8) and turn to your lord with longing.¹

(Q.S. Al- Insyiraah, 6-8)



¹Tafheem ul Quran Surah 94 Al-,Insyiraah, Ayat 1-8” (On-Line),
Available on:<http://www.islamicstudies.info/>(October, 01 2018).

DECLARATION

I hereby declare that this thesis entitled, “An Analysis Students’ Error In Constructing Verbal Sentence in Simple Present Tense In Descriptive Paragraph Writing At The First Semester Of Seventh Grade Of MTs NU Biha Pesisir Barat” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, January 2020

Declared by,

Olga Yoanda Shepta



DEDICATION

1. My Greatest heroes in my life, My beloved Parents Mr. Ohan and Mrs. Herlina Sophia, who always pray to me, give the support and motivation to me.
2. My young sister is Shabila Nurhasanah who also gives support to me.
3. My almamater State Islamic University Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Olga Yoanda Shepta. His nickname is Olga. He was born in Tasikmalaya, September 7th, 1995. He is the first son of Mr. Ohan and Mrs. Herlina Sopia. He began his study at SDN 1 Biha Pesisir Barat and graduated in 2008. After that, he continued his study at MTs Al-Falah Krui Pesisir Barat and graduated in 2011. After he finished from junior high school, continued his study at MAN Krui Pesisir Barat and graduated in 2014. Then, he continued his study at State Islamic University Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.

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In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

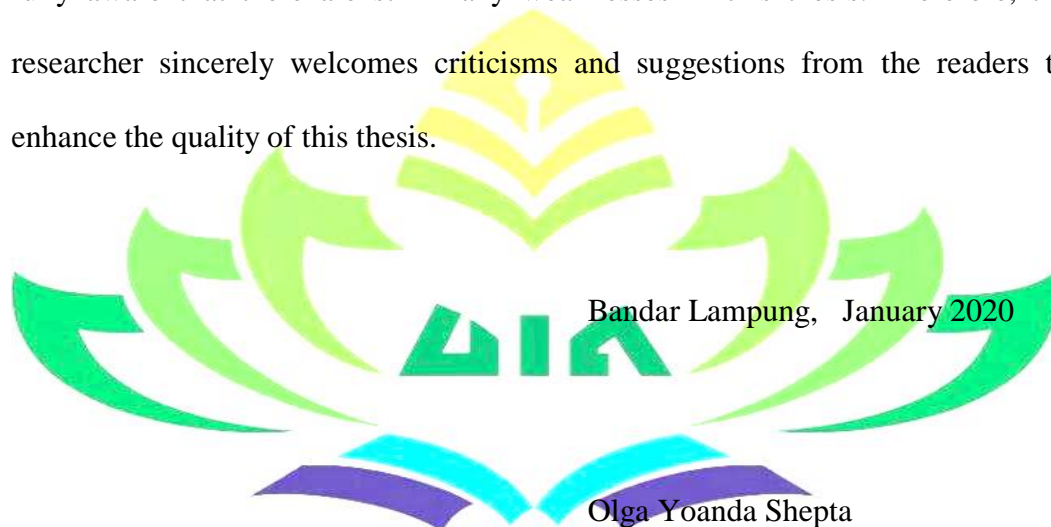
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The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.



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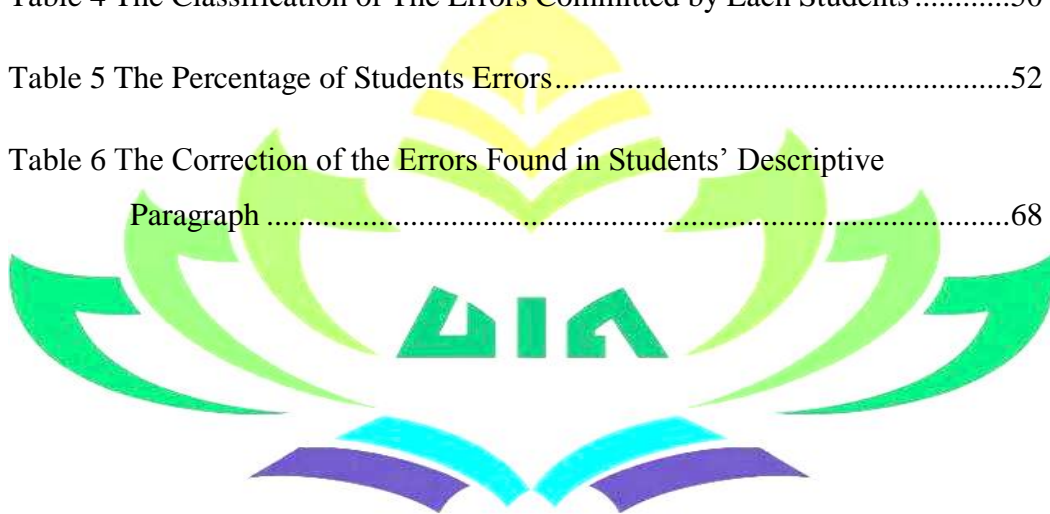


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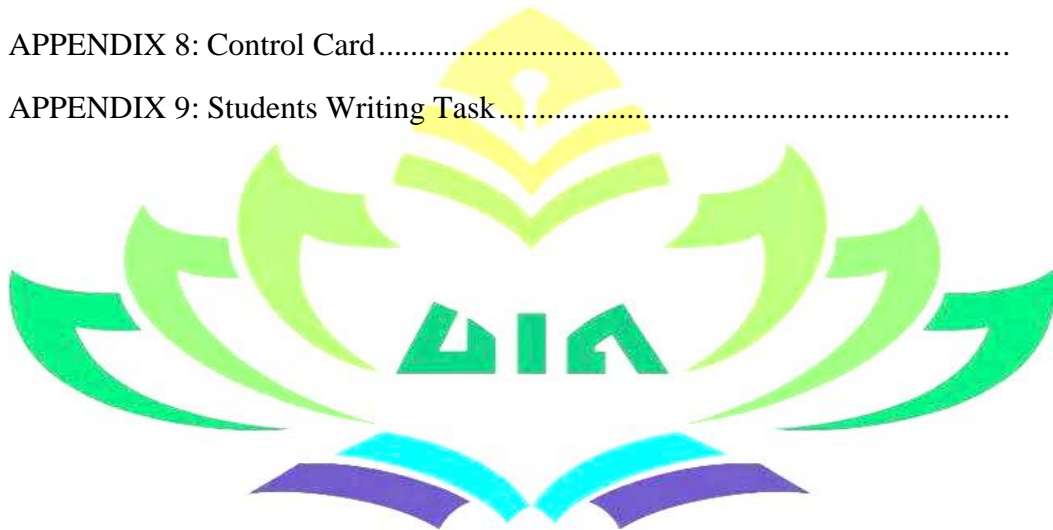
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CHAPTER 1

INTRODUCTION

A. Background of problem

In Indonesian Schools, English is determined as a compulsory subject in the national curriculum. It is taught at the beginning from Elementary School up to the University. In English subject, there are four skills that are learnt by students. They are listening, speaking, reading and writing. Writing has always occupied a place in most English language course. One of reasons is that more people need to learn writing in English for occupational or academic purposes. Zamach in Nurma states that writing is an important form of communication in day to day life, and it is especially important in high school and college. Besides, writing is also one of most difficult skills to master.² Education in Indonesia used school based curriculum in teaching English. It puts genres as the main tool in language learning. There are twelve kinds of genre, namely: anecdote, descriptive, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review. It needs to learn how to write well for the student thus they can write one of genres correctly. One of the points to be paid attention in writing is descriptive paragraph.

Aside of four skills, the students have to learn linguistics competence. Based on the 2004 English Curriculum, it is stated that students have to be equipped with the linguistics competence in order they

²Zamach, *problem in writing spoof*, Nurma, khairul, Volume 3 No 1, March 2016, p.14.

master the four language skills.³ It is also supported by Jack and Rodgers stating that one of dimensions of communicative competence is grammatical competence refers to what Chomsky call linguistic competence.⁴ From that statement, it is clear that the students have to learn linguistic competence to be proficient in English and one of the linguistic competences is grammar.

Grammar is one of the sub-skills which supports writing. In fact, some of the students make an error when they want to make a sentence until the sentence becomes a good paragraph. It is known that English grammar is different from Indonesian grammar. Consequently, it is difficult for students to develop their English proficiency. The difference between the grammar of native language and target language is one of the factors which induces the students to made many errors. The students who learn English meet several problems with grammar, Some students think of grammar as a boring subject when they learn English, they try to avoid the grammar because confusing and hard to understand. For some students who have lack of knowledge in grammar, they are become confused why the verb of a sentence must change; either Present, past or future. Part of the grammar that was considered to be most difficult to learn for Indonesian students was tenses.

Tenses is the form of a verb that took to show the time it happened, in Indonesia the used of verb still same in the past situation, present

³Direktorat Pendidikan Lanjutan Pertama, *Pedoman Khusus Pengembangan Silabus Mata Pelajaran Bahasa Inggris*, Departemen pendidikan nasional, 2003, h.2.

⁴ Jack and Theodore S. Rogers, *Approach and Methods in language teaching*, (New York, Cambrige University Press, 1992),p.6.

situation and future situation. Other things in English which has 16 different tenses, that was what made students in Indonesia especially in MTs NU Biha Pesisir Barat are difficult to wrote sentences in English, the difference in tenses is also what make students confused what tenses they should use when writing a sentence that the first situation in the English sentences they write. In book *Living English Structure*, W. Stannard Allen stated: “there are three main times category in English that is past, present and future.”⁵ The verb in English is influenced by the “time”, when it happens (past, present, or future). So, a verb should be related. One of activity that was explained by Allen when an action completed before some special past moment we have in mind.⁶

Error analysis is important in language learning because it helps teacher to know the strengths and weakness. For the students, it helps them to reduce the errors and improve their abilities in learning the target language. Error analysis gave advantages to teacher and students. It helps them to achieve the goal of learning. In this research, the researcher applied surface strategy taxonomy in classifying, describing and analyzing the data. The surface strategy taxonomy is a classifying system based on the ways in which the learner’s erroneous version is a different from the presumed target version.⁷

The students are still made errors in applying simple present tense especially in constructing verbal sentences form. In this case, students still

⁵ W. Stannard Allen, *Living English Structure* (5th ed) (London: Longman, 2009), p.75.

⁶ *Ibid*, p.137.

⁷ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Routledge 1998). P,106.

do not understand the form of simple present tense. Such as, simple present tense is used to express a habitual action with adverbs like usually, always and often. The simple present tense appears on the genre of text such as descriptive. The students cannot use present tense form as the verb in verbal sentences, When the teacher taught English to students, it found that they made many errors in constructing verbal sentences, it is caused they never remember the form of present tense. The used of simple present tense often made students are confused with its complexity, especially for the seventh year student of MTs NU Biha Pesisir Barat. The usually have some problems in finding out the verb form of Verbal Sentences in simple present tense. They often wrote in positive sentence as “He walk to school every day”, instead of “He walks to school every day”. The third singular person such as he, and she need suffix –s or –es for the verb, in negative sentence as “He not walk to school everyday” instead of “He does not walk to school everyday” after subject need auxiliary “does” then follow “not”, and interrogative sentence as “do he walk to school everyday?” instead of “does he walk to school everyday?” the third singular person use auxiliary “does” not “do”. It shows that Indonesian students do not consider that in English there are verb forms.

Preliminary research was done by interviewing the English teacher of MTs NU Biha pesisir barat, Mrs. Icee Wike Rose, S.Pd. as the English teacher about the students’ capability in mastering tenses. She said that the most of the students are still confused and difficult in constructing verbal sentences in simple present tense. Simple present tense is one of material

that is taught by teacher based on the syllabus of the school. Besides, they made errors when they were asked to write simple present tense especially in constructing verbal sentences. This was possibly their lack knowledge about tenses.⁸

They made many errors in their descriptive paragraph writing. Here some of the errors made by the students:

1. Syifa come to my home yesterday
2. He doesn't comes to school today
3. Do he come to my home today?

The errors in constructing verbal sentences are taken from students' task when the researcher conducted preliminary research. Then, the correct answer should be:

1. Verbal sentence in positive : Subject + V1 (s/es)

Example: Syifa comes to my home yesterday

2. Verbal sentence in Negative : Subject + do/does + not + V1

Example: He doesn't come today

3. Verbal sentence in interrogative : Do/does + subject + V1

Example: Does he come to my home today?

⁸ Mrs Ice Wike Rose , S.Pd. English Teacher at MTs NU Pesisir Barat, An interview, July 12th, 2018.

Table 1
Students' English Score of The Seventh Grades of MTs NU Biha Pesisir Barat at the First Semester in the Academic Year of 2019/2020

No	Score	Classes			Total	Percentage
		VII A	VII B	VII C		
1	≥ 75	11	10	5	26	43,33%
2	< 75	9	10	15	34	56,67%
Total		20	20	20	60	100%

(Source: Document of MTs NU Biha Pesisir Barat)

Based on the data above, only students 26 or 43,33% got the score above criteria o minimum mastery (KKM), while the other students 34 or 56,67% got the score below criteria of minimum mastery (KKM). The criteria of minimum mastery (KKM) of this school are 75. It can be said that the students who got difficulties in constructing verbal sentences in simple present tense.

The researcher presented some previous researches that deal especially with error analysis. The first previous research come from Elsanuari Zahara Visti with research title: "An Analysis of Second Grade Students' Ability in Writing Verbal And Nominal Sentences in Simple Present Tense at SMPN 3 Palembang Academic year 2016/2017" based on this research, She focused on analyze writing abilty in verbal and nominal sentences and analyze the difference between verbal and nominal sentences in simple present tense".⁹

The second previous research comes from Delmi Sastra Lingga with research title: "An Analysis students errors in writing simple present tense by the seventh grade students of SMPN 2 Purba Academic Year

⁹ Elsanuari Zahara Visti, An Analysis of Second Grade Students' Ability in Writing Verbal and Nominal Sentences in Simple Present Tense(Padang: Universitas Bung Hatta, 2016).

2016/2017”. Based on this research, She focused to find out the errors and dominant errors made by students in writing simple present tense.¹⁰

Overall, this research is different from those researches above. The previous studies focus on an analysis of second grade students’ ability in writing verbal and nominal sentences in simple present tense and an analysis students errors in writing simple present tense. But in this study, the researcher focuses on analysis students’ errors in constructing verbal sentence in simple present tense in descriptive paragraph. In this case, the researcher will investigated the students’ errors descriptive paragraph writing in constructing verbal sentences in simple present tense: “An Analysis of Students’ Errors in Constructing Verbal Sentence in Simple Present Tense in Descriptive Paragraph Writing at the seventh Class of First Semester at MTs NU Biha Pesisir Barat in 2019/2020 Academic Year”.

B. The Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The lack of students’ grammar become big problem
2. Simple present tense is difficult to mastered for students’ MTs NU Biha Pesisir Barat
3. The students are still difficult to use suffix s/es in verb

¹⁰ Delmi Sastra Lingga, An Analysis Students Errors in Writing Simple Present Tense(Pematangsiantar: Universitas HKBP Nommensen, 2016).

C. The Limitation of the Problem

Based on the identification of problem above, the researcher limits the problem only on students' error in constructing verbal sentences on the verbs in simple present tense by student in writing descriptive paragraph based on surface strategy taxonomy.

D. The Formulation of the Problem

Based on the limitation of the problem above the researcher would like to formulate the problem as follows:

1. What are the common errors that are made by the students' in constructing verbal sentences in simple present tense?
2. What are proportions (frequency and percentage) of errors by the students in constructing verbal sentences in simple present tense?

E. The Objective of the Research

1. To discover the common error that is made by the students' in constructing verbal sentences in simple present tense.
2. To carry out the students' errors proportions (frequency and percentage) in constructing verbal sentences in simple present tense.

F. The Uses of the Research

1. The researcher hopes this research will give information on students' error which it can help teachers to correct the students' errors and to improve methods or ways of their teaching.
2. The result of study can be used to give motivation for the English teacher to improve their technique in teaching of the error items fields next time.

3. The result of the study can be used to improve the students' mastery in English, especially in writing skill
4. The result of study can use as complementary consideration for the other research that related to this study.
5. The researcher hopes this research will useful for everyone who read this research especially those interested in English education. Besides that, for the students, it could become a motivation to make better in the future.

G. The Scope of Research

1. Subject of the research

Subject of the research was the students at the seventh class of the First semester of MTs NU Biha Pesisir Barat.

2. Object of the research

Object of the research is analysis was the students' error in constructing verbal sentences in simple present tense in descriptive paragraph writing

3. Place of the research

The researcher was conducted in MTs NU Biha Pesisir Barat.

4. Time of research

Time of the research was conducted at the First semester of MTs NU Biha Pesisir Barat in academic year 2019/2020.

CHAPTER II REVIEW OF LITERATURE

A. Concept of Error Analysis

1. Definition of Error analysis

To get clear understanding about the error, it was better for this research to consider several opinions given by some linguists. Harmer stated that errors are part of the students' inter-lingual that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery.¹¹ While, Dullay stated that error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance.¹²

Brown has different opinion. He gave more attention on the Inter-lingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the Inter-lingual competence of the learner.¹³ In the book *Second Language Acquisition An Introductory Course* explains that error analysis is a type of linguistic analysis which focus on the errors made by learners. It starts from learner production data. The comparison is

¹¹ Jeremy Harmer, *Principle of Language Learning and Teaching*, (New York: Prentice Hall Regents, 1987), p. 170.

¹² Heidi Dullay, et/al, *Two* (New York: Oxford University Press), p.139.

¹³ H. Douglas Brown, *Principle of Language Learning and Teaching*, 4th edition, (New York: Longman, 2000), p. 215.

between learners error in producing the target language and the target language itself.¹⁴

In analyzing student' errors there are some step to be followed. Many linguists have already discussed how to analyze students' errors in their book. One of them was Corder, he suggested five steps in analyzing students' errors:

1. Collection data
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors.¹⁵

From all definitions above, the researcher summarized that error was flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics" system of the target language; it will lead the students to made errors consistently.

2. Mistake and Error

Error and mistake were not the same thing. But most the people still misunderstood about the definition of both. To be more clarified between error and mistake. Edge suggested that mistake can be divided into two broad categories: slips (that is mistakes which students can correct themselves and which therefore need explanation), and

¹⁴ Susan M. Gass, Larry Selinker, *Second Language Acquisition An Introductory Course*(3rd ed) (New York:Routledge, 2007),p.102.

¹⁵ Rod Ellis, *The Study of Second Language Acquisition*, 2nd Edition, (New York: Oxford University Press, 2008), p. 46.

attempts (that is when a student tries to say something but does not yet know the correct way to saying it).¹⁶ Hubbard et al, said “error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses or memory, confusion, slips, of the tongue and so on.”¹⁷ From explanation above, it can be concluded that error was systematic and the students cannot be self-corrected, because it reflects the student’s competence in the target language. On the contrary, a mistake was an error that students can be self-corrected, because it is only the result of the students’ performance.

3. The Source of Error

Based on Brown, he classified the cause of the error to four. The man who was born in 1941 named them; inter-lingual transfers, intra-lingual transfers, context of learning, and communication strategies.¹⁸ For a detailed explanation as follows:

a. Inter-lingual transfer

Inter-lingual transfer is the cause of error from transferring knowledge or grammar into the target language. That means that native speakers mix the target language in terms of patterns, systems or rules.¹⁹

Example :

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (London:Longman,2001), p. 99.

¹⁷ Johanna Klassen, *Using Student Error for Teaching*, (English Teaching Forum, January1991) Vol. 29, N. 1, p. 10.

¹⁸ H. Douglas Brown, *Op.Cit*, p.21.

¹⁹ *Ibid*, p.224.

- I am hearing you word honorific jackai
- Two pig took the role of leader

b. Intra-lingual transfer

Intra-lingual transfer is an error due to the lack of language competency learned in the target language.²⁰

Example : In the wood there is mouse deer very be lazy

c. Context of learning

The third cause is usually done by the student because of the teacher's explanation error. it can also occur due to miscellaneous explanations in the manual, structure or word or misunderstanding of the students.²¹

Example : To the classroom with its teacher and its material in the case of school learning and social situation in the case of untutored second language learning.

d. Communication Strategies

Communication strategies are defined and related to learning styles. Students use production strategies to improve their message delivery, but this technique can be a source of error.²²

Example :

- I drove my bicycle
- I pedaled my bicycle

²⁰ *Ibid.*.

²¹ *Ibid*, p.226.

²² *Ibid*, p.227.

B. Surface Taxonomy

Many linguists who studied the error analysis have a standard that was often called taxonomy. It is useful when to classify the types of any errors that often a rise in the second language learner speech and writing. In this context, a linguist, Dulay formulate Surface Taxonomy Strategy in terms of classification error in the sentence²³. Error includes:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. In other word, an utterance in sentence is said to exhibit omission error, if it omits any necessary item use in well-formed sentence or utterance.

Example:

- There are two book (incorrect)
- There are two books (correct).²⁴

2. Addition

When the omission describes the absence of something important in sentence structure, there is an opposite called addition errors. It can be characterized by the presence of an item which must not appear in a well-formed utterances. There are three types of addition; double markings, regularizations, and simple addition.

Addition errors which classified into double marking are found in negative sentence.

Jack didn't ate your fried chicken.

²³ Heidi Dulay, *Op. Cit*, P.154.

²⁴ *Ibid*, P.154.

The sentence use double marking to indicate past form by representing both auxiliary and the verb. Other types of addition which is separated to double marking are regularizations and simple additions. They are:

She putted her marker in the pencil case.

A my friend visited Paris last month.

Both the sentence shows addition; the first shows regularization by adding suffix –ed in the irregular verb, and the second indicates simple addition by adding word a.²⁵

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misformation usually comes in the form of; regularization, archi-forms, and alternating forms.

Learners commonly misform the sentence because of their habit to form a sentence according to their native language. Sometimes they also use wrong morphemes and also ignore important morphemes which can cause ambiguity.

For reaching the top safely, climb carefully.

The learner ignores subject which is need in this sentence. Without a subject, a sentence cannot be understand well.²⁶

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering can

²⁵ Ibid ,p.156.

²⁶ Ibid, p.158.

occur in the native and foreign language learning. Learners sometimes ignore the correct structure of each sentence use in the target language.

For example:

He yesterday stood in a corner during class.

The incorrect position for adverb of the time was made by learner in second language as same as they do in the first language, indonesian:

Dia kemarin berdiri di pojok selama pelajaran.

Both L₁ and L₂ find misordering the similar kind of errors. This occurs because of the misplacement of an adverb of time.²⁷

Based on explanation above, the researcher analyze the research with Surface Strategy Taxonomy by Dulay et.al.

C. Concept of Writing

1. Definition of Writing

Writing is an action-a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically.²⁸ In learning writing, students not only learn about how to make a good writing, but also the students should know how to make their writing better than before. Writing is a skill by far most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking,

²⁷ *Ibid*, p.162.

²⁸ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, (New York: Longman, 2005), p.5.

listening, and reading.²⁹ It means that writing ability was important in learning foreign language. The students' writing ability was very needs improving for success in skill, especially writing. Nunan stated that writing can be viewed as involving a number of thinking processes which are down upon in varied complex ways an individual composes, transcribes, evaluates, and revises. Writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.³⁰ It means that writing have varies process in development to creating communicative needs readily the which cannot be meet by spoken language.

Based on explanation above, it can be concluded that writing was an activity to express their ideas and thoughts in written form. Moreover, writing was a skill that can improve other component of language such as vocabulary, spelling, and grammar so the students not only learn about how to make a good writing, but writing is not easy to do, the students needed more practiced to be a good writer and successful in writing, because practiced made perfect

2. Writing Ability

Writing is one of the important ways to deliver information through language mastery by both the writer and the reader. Siahaan said that writing is the skill of a writer to communicate information to a reader

²⁹ Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 1998), p.79.

³⁰ David Nunan, *Language Teaching Methodology* (New York: Prentic Hall, 1991), p.84.

in the written text.³¹ It means that we must have an ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. Writing has some components that should be fulfilled. Tribble said that there are five scoring criteria for scoring of writing, they are:

1. Fulfillment and content (the ability to think creatively and develop thoughts),
2. Organization (the ability to write in appropriate manner),
3. Vocabulary (the ability to use of word or idiom),
4. Language (the ability to write in appropriate structure),
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).³²

Writing ability is one of the most important skills that should be mastered. If we are able to write well, it means that we are able to communicate effectively.³³ The reader can get the information from the writer about something explained through writing.

Based on the explanation above, the researcher concluded that writing ability is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary language and mechanics effectively.

³¹ Sanggam Siahaan, *Issues in linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215.

³² Christopher Tribble, *Language Teaching Writing*, (Oxford University, 1996), P.130.

³³ International and Pan-American Copyright Convention, *Junior Skill Builders: Writing in 15 minutes a day*, (USA: Learning Express, 2008), P.1.

3. Process of Writing

Writing is activity to express and put on the ideas or thought on written form. It can be said that when we are trying to write something. Writing is progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are to going to say it. It can be concluded that writing is never a one-step action, or in other words it is a process that has several steps.

Harmer stated that writing process divided into four stages. They are:³⁴

a. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researchers this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

³⁴Jeremy Harmer, *How To Tech Writting*, (Pearson Longman: 2004),p.4.

c. Editing (reflecting and revising)

Once researcher has produced a draft they then, usually, read thought what they have written to see where it work and where it doesn't.

d. Final version

Once researcher have edited their draft, making the changes the consider to be necessary, they produce their final version.³⁵

D. Definition of Text

A text is a meaningful linguistic unit in a context. A text both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse.³⁶ It means that text is a arranging of words to give a message to somebody in written or spoken. A text is any completed act of communication such as greeting friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.³⁷ Furthermore, Anderson stated that text is when these words are put together to communicate a meaning, a piece a text is created.³⁸

³⁵ *Ibid.*

³⁶ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1.

³⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

³⁸ Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: Macmillan, 1997), p.1.

It means that text is arranging of word in sentences to create a paragraph of a text. The text is one of the ways that the people do to communicate with the other people in order to share information, knowledge in written or spoken. From the explanation above, it can be concluded that text is arranging of words in written or spoken that should provide appropriate true information based on kinds of text written. It has function to give information or information about something to readers.

Such as explain from Gerot and Wignel in the book Making Sense of Functional Grammar classify the genre into thirteen types of text, they are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount text is a text telling someone what you have done.

3. Report

Report is a text describes the way things are with reference to a range of natural, made and social phenomena in our environment.

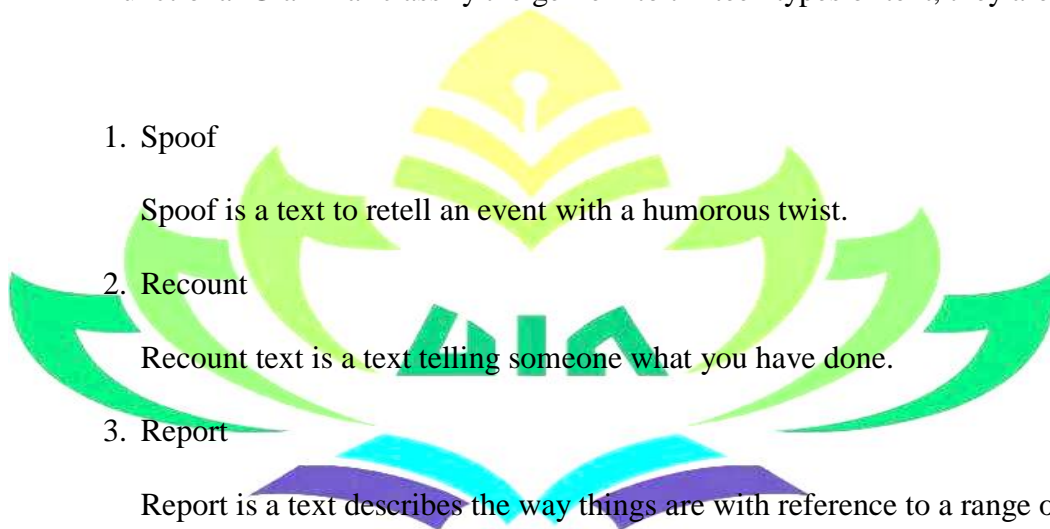
4. Analytical Exposition

Analytical exposition is a text to persuade the reader of listener that something in the case.

5. News item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote



Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to entertain the reader.

8. Procedure

Procedure text is a text telling someone else how to do something.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.³⁹

E. Concept of Paragraph

Most English writing is organized into paragraph. A paragraph contains several sentences. Oshima and hogue stated a paragraph is a basic

³⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*,(New south wales:Gerd Stabler, 1994),p.192-217.

unit of organization in writing in which a group of related sentences develops one main idea.⁴⁰ Siahaan stated that a paragraph is a piece of written text that can be classified into three parts; they are the beginning, the body and the ending.⁴¹ It can be summarized that a paragraph is a written text that contain several sentences and has three part that develop one main idea.

Meanwhile, lorch stated that a paragraph is the smallest unit of writing that can effectively present an argument and the proof of the argument. The paragraph is made up of a topic sentence and a number of support sentences.⁴² It can be concluded that a paragraph starts with a topic sentence that states the main idea of paragraph will explain about the topic.

Oshima and Hogue stated that a paragraph has the following three major structural parts:

1. The topic sentence

A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to be discussed.

2. Supporting sentences

Supporting sentence develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics and quotation.

⁴⁰Alice Oshima and ann hogue, *Writing Academic English*, (New York: addison wesley Longman, 1998), p. 16.

⁴¹Sanggam siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.5.

⁴²Sue Lorch, *Basic Writing a Pratical Approach*, (Toronto: Little,Brown, and Company, 1984), p.22.

3. The concluding sentence

A concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.⁴³

From the statement above, it can be summarized that paragraph is a group of sentences containing a topic sentences, supporting sentences, and a concluding sentence which relate to each other logically that a writer develop about subject.

F. Types of Paragraph

There are many kinds of English paragraph writing, each of these kinds are used for different purpose and follow a different style or structure. A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. However, every piece writers write is for a specific purpose.

Siahaan stated that there are four types of paragraph: expository paragraph, persuasive paragraph, narrative paragraph, and descriptive paragraph.

1. Expository: This type of paragraph explains something or provides instruction. It could also describe a process and move the reader step by step through a method. This type of paragraph often requires research, but it possible that the writer is able to rely on his or her own knowledge and expertise.
2. Persuasive: this type of paragraph tries to get reader to accept a particular point of view or understand the writer's position. This is the

⁴³ Alice Oshima and Ann Hague, *Op. Cit*, p.17.

type of paragraph that many teachers focus on because its useful when building an argument. It often requires the collection of facts and research.

3. Narrative: this type of paragraph tells a story. There is a sequence of action or there is a clear beginning, middle, and end to the paragraph.
4. Descriptive: this type of paragraph writing that uses the five senses to paint a picture for reader, this paragraph incorporates imagery and specific details.⁴⁴

In this research, the researcher focused to the descriptive paragraph. This researcher chose descriptive because the students at the first semester of the seventh grade of MTs NU Biha Pesisir Barat learn about descriptive.

G. Concept of Descriptive Paragraph

Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.⁴⁵ There are some kinds of text paragraph such as narrative, descriptive, argumentative, recount, explanation, news item, spoof, procedure and especially is descriptive paragraph.

Descriptive paragraph was a type of written text, which has the specific function to give descriptive about an object (human or non-human).⁴⁶ The aim of descriptive paragraph is basically to give information. The social context of this text is to describe a specific thing, animal, or human being (certain thing, our pets or someone we know well,

⁴⁴ Singgam siahaan, *Op. Cit.*,p.109.

⁴⁵ Ibid, p.16.

⁴⁶ Septiana, Genre, Type text and the language learning in the classroom, Online, 2012, available at <http://English-text.blogspot.com/search/label/descriptive%20text>, november 20th 2014.

it is different of report text which describes something in general (for example a specific of animal species, architect of certain era, and so on).

The relation between the writer and the reader is a descriptive paragraph is as the authority and the unknown readers/listeners. The medium of a written descriptive paragraph can be an encyclopedia, scientific magazines, text books, and history text. The vocabularies often used in a descriptive paragraph are the words which are related to names of place: location, destinations, the function, the appearances and the evidence if needed (for building)⁴⁷. It means that statements are used to describe the classification, the physical appearances, habitats, behavior, life circles, and the function. The language is neutral or objective.

Based on explanation above, the researcher concluded that description included parts, qualities and characteristics. Descriptive paragraph often used the form of be: present or past and one have form. The present tense is often used in this kind of text, but sometimes can also use the past tense to describe a certain thing which is extinct or no available nowadays. The passive form was also often used here. Descriptive paragraph was often equipped with photos, diagrams, maps and so on. The language function, the grammar and also the words which are often used in a descriptive paragraph were: defining a/the-was a, describing features (properties): adjectives, and expressing cause and effect: because, so, as a result.

⁴⁷ Tony buzan, teaching English 4 All, Online , 2011, available at <http://teachingenglish4all.wordpress.com/2011/02/12/concept-maping-in-teaching-writing-descriptive-text/#comment>, november 20th 2014.

H. Concept of Descriptive paragraph Writing

Siahaan stated that description is written English text in which the writer describes an object.⁴⁸ In this text, the object can be a concrete or abstract object. It can be a person or an animal, or a tree or a house, or camping. It can be about any topic. Pardiyoно stated that to make descriptive paragraph clear, the students must implement the important part of descriptive besides the genre, they were:

1. Communicative purpose; description is a type of written text, which has the specific function to give description about an object.
2. Rhetorical structure
 - a. Identification; the statement includes object of the topic will be describing.
 - b. Description; the detail statement about the identification of abject
3. Grammatical pattern

It often performs with present tense, but not all. So, the students must know well about it by using conjunction, punctuation, and capitalization properly.⁴⁹

Here is an example of descriptive paragraph⁵⁰

⁴⁸ Singgam siahaan, *generic text structure*, yogyakarta, graha ilmu, 2008, p.89

⁴⁹ Pardiyoно, *Teaching Genre-Based Writing*, Yogyakarta, Andi Offset, 2007, p.34.

⁵⁰ Ibid

Borobudur Temple

	Borobudur is great Hindu-Buddhist temple.
Identification	Borobudur temple was built in the ninth century under sailendra dynasty of ancient Mataram kingdom. Borobudur is located in magelang, central java, indonesia.
Description	<p>Borobudur is well-known all over the world. Its construction is influenced by gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace are square and surrounded by walls adorned with budist sculpture in relief the upper three circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center at the center of the top circle. The way to be summit extends through some 4.8 km of passage and stairways.</p> <p>The design of borobudur which symbolizes the structure of universe influences temples at angkor , Cambodia. Borobudur temple which is redicated as an indonesian monument in 1983 is a valuable treasure for indonesian people.</p>

From the example of descriptive paragraph above, the reader knew about the rhetorical structure such as identification and description. And the students knew well about the mechanic in writing. Descriptive writing

paragraph is a paragraph that explains which has the specific function about an object, a place, or non-human.⁵¹ It described the physical and non-human features of the object. For example, if we want to described a person we can included his/her physic description such as tall, big, etc.

Besides, we can also describe the person's feeling at the time. Based on the statement above, description paragraph is a writing appeal to sense and how to describe the object that includes point to make perfect form. A paragraph which list the characteristic or something that have important parts, they are communicative purpose, generic structure and grammatical pattern, it also can make the reader be easy to imagine what the writer's feeling by giving some information in detail. Through descriptive paragraph writing, the writer can express what they feel, what they see or what they percept, so the readers also could feel the same way as they do.

I. Concept of Tenses

Talking about grammar, tenses were the important part for the leaners to make their language become systematic. It is because English has different rules for the different time and situation. Because of that, the learner must master about tenses. The word "tense" is from Latin tempus meaning time.⁵² It is indicate whenever we use a finite verb. A useful way to explain tense to students are facing the students and making symbolic gestures. As the direction of reading in English is from left to right, we use a corresponding sequence. To the students' left we indicate something

⁵¹Linda Garot and Peter Wignell, *Making Sense of a Functional Grammar*, Sydeny, Antipodean Education Enterprises(AEE) 1994, p.209.

⁵²Barbara Dykes, *Grammar for Everyone practical Tools for Learning and Teaching Grammar* (Victoria: Acer Press, 2007),p.44.

occurring in the past. Directly in front indicates something occurring now, in the present, and to the right something which is to happen in the future.

Tense is the grammatical expression of relative time. Situation being communication in clauses are often anchored in relation to a reference point, usually the moment the clause is spoken, i.e., 'now' represent by a point moving from left to right, we can imagine relative time in terms of figure. Time that is on the left side of now is past, and time on the right side of now is future. Now is of course the present.⁵³ It can be said that the different activities in the different time have the different way to express in writing form or spoken.

Wiston and burks stated, tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms.⁵⁴ It means, the time that has the correlation with the actions is understand by speaker, reader, or listener.

A tenses system is a associate with the verb where the basic contrasts in meaning has to do with the location in time of the situation, or the part of it under consideration. Past and present times are relational concepts. Usually past time is understand as time preceding the time of speaking and present time is time simultaneous with the time of speaking.⁵⁵ It can be

⁵³ Thomas E. Payne, *Understanding English Grammar*, (Cambridge University Press. 2009),p.280.

⁵⁴ George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980),p.192.

⁵⁵ Rodney Huddleston and Geoffrey K. Pullum,A, *Student's Introduction to English Grammar*, Cambridge: Cambridge University Press, 2007, p.44

said that the time of the situation has to be considered to determine the concept of tense. There are 16 types of tense.

a. Present tense

1) Simple Present Tense

Simple present tense is also use for event or situation that exist always, usually, or habitually in the past, present and future.⁵⁶

Formula: S + To be (am, is, are) + O or S + Verb 1

2) Present Continuous tense

This tenses express an activity that is progress (is occurring, is happening) right now. The event is in progress at the time speakers is saying the sentence.

Formula: S + To be (am, is, are) + Verb 1 (ing) + O

3) Present Perfect Tense

This tense express activities or situation that has occur (or did not occur) 'before now' at the some unspecified time in the past. It also used to express the activities that were repeated several or many in the past. The exact times are unspecified.

Formula: S + has/have + Past participle (V three) or S + have/has + been + Non Verb.

4) Present Perfect Continuous Tense

This tense express the duration (the length of time) an activity is in progress , i.e. It uses for to tell length of time.

Formula: S + have/has + been infinitive + Ing

⁵⁶ Betty Schramper Azar, *Understanding and Using English Grammar* (New York: Longman, 2007),p.13.

b. Past Tense

1) Simple Past Tense

This tense uses to talk about activities or situation that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990). Most simple past tense is formed by adding ed to a verb, where's some verb have irregular past forms.⁵⁷

Formula : S + To be (was/were) + or S + Verb two + O

2) Past continuous tense

This tense express an activity that was in progress (was occurring, was happening) at point of the time in the past (e.g. at 6:10) or that the time of another action (e.g. when from come).

Formula: S + (was/were) + infinitive + Ing

3) Past perfect tense

This tense express an activity that occurred before another time in the past. It can also be used to express an activity that was completed before a particular time in the past.

Formula: S + had + been + O or S + had + Verb two + O

4) Past perfect tense

This tense express how long to something had been happening before something else happened.

Formula: S + had + been + V one + Ing + O

c. Future tense

1) Simple future tense

⁵⁷ Ibid,p.27.

To express an activity that will be done in the future.

Formula: S + will + bare infinitive or S + to be (am, is, are) + going to be + infinitive.

2) Future continuous

To express an activity or state will take place or be in progress in the future.

Formula: S + shall/will + be + verb one + Ing + O

3) Future perfect tense

To express an action will take or be completed before another action on time in the future.

Formula: S + will have + past participle

4) Future perfect continuous tense

To express an action will take place or will have been completed before another action or by a certain time.

Formula: S + shall/will + have + been + Verb one + Ing + O

d. Past future tense

1) Past future tense

It shows an action or state will happen in the past.

Formula: S + should/would + be + O or S + should/would + Verb one + O

2) Past future continuous tense

It used to express the action that will be taking place during the past.

Formula: S + should/would + be + Verb one (Ing) + O

3) Past future perfect tense

It used to express the activity that has been completed at a specific time in the upcoming period in the past.

Formula: S + should/would + have + been = Verb One + O

4) Past future perfect continuous tense

It used to express activity duration of activity that will take place, before the other activity in the future and it happened in the past.

Formula: S + should/would + have + been Verb one (Ing) + O

There are some tenses in English and this research only focuses on simple present tense.

J. Simple Present Tense

1. Concept of Simple Present Tense

Simple present tense indicates that an action is present, or now.

Simple present tense occurs in the present but there are not necessarily happening right now.⁵⁸ The present tense used the verb base form

(write, speak), or for third person singular subject, the base form plus an –s/es ending (she writes, he speaks). Simple present tense is one of tenses that important to be mastered by the students. Wrong perceptions of simple present tense will affect the students' ability in constructing and understanding simple present tense sentences.

Simple present tense is used to indicate completed in the everyday activities. Azar stated that the simple present is used to express

⁵⁸ Raymond murphy, *English Grammar in Use*, (Cambridge: Cambridge University Press, 1998), P.4.

habitual or everyday activities.⁵⁹ In other word, the present tense indicates that an action is present, now, relative to the speaker or researcher. Generally, it is used to describe actions that are factual or habitual-things that occur in the present but that are not necessarily right now. “I use my car to get around village,” is in the present, but I am not actually on my car right now.

2. The Use of Simple Present Tense

a. Repeat Actions

Use the simple present tense to express the idea that an action is repeated or usual. The action can be habit, a hobby, a dally event or something that often happens. It can also be something person often forgets or usually does not do

Example:

- 1) The train **leaves** every minutes at 8 AM.
- 2) The train **does not leaves** at 9 AM.
- 3) When **does** the train usually leave?
- 4) She always **forgets** her purse.
- 5) He never **forgets** his wallet.⁶⁰

b. Fact or Generalization

The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is

⁵⁹ Betty Schampfer Azar, *Basic English Grammar* (2nd Ed), (NewYork: Longman Group, 1941), P.13

⁶⁰ Stepen, *Simple Present Tense*,
<http://www.Englishpage.com/verbpage/simplepresent.html>,retrieved on April 2nd, 2016.

not important if the speaker is correct about the fact. It is also used to make generalization about people or things.

Example:

- 1) Cats **like** milk.
- 2) Birds **do not like** milk.
- 3) California **is** in America.
- 4) California **is not** in the United Kingdom.
- 5) Windows **are** made of glass.⁶¹

c. Scheduled Events in the Near Future

Speakers occasionally use simple present tense to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with the other scheduled events as well.⁶²

d. Now (Non-Continuous Verbs)

Speakers sometimes use the simple present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.⁶³

3. Form of Simple Present Tense

The following forms of simple present tense are:

a. Verbal Sentence of Simple Present Tense

Verbal sentence is sentence that contains a verb form in the predicate position, when predicate is a verb, the sentence will be called: "Verbal Sentence".⁶⁴

⁶¹ Ibid.

⁶² Ibid.

⁶³ Ibid.

1) Positive form

Formula: S + Verb1 + (s/es) + O

Example: My father reads newspaper every morning.

I get up 5 O'clock every day

2) Negative form

Formula: S + do/does + not + verb1 + O

Example: My father doesn't read newspaper every morning.

I don't get up 5 O'clock every day.

3) Interrogative form

Formula: Do/does + S + verb1 + O?

Example: Does my father read newspaper every morning?

Don't you get up 5 O'clock every day?

4) Negative Interrogative form

Formula: Do/does + not + S + verb1 + O?

Example: Doesn't he speak English well?

Don't you eat every day?..⁶⁵

b. Nominal Sentence of Simple Present Tense

Nominal sentence is sentences consisting of a subject and complement without a linking verb, when the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called "Nominal Sentence"⁶⁶

1) Positive form

Formula: S + to be + noun adjective/adverb

⁶⁴ Betty Schramper Azar, *Op. Cit*, p.168.

⁶⁵ M.J Lado, *Memahami tenses bahasa inggris*, (Jakarta: Titik Terang, 2008), p.8.

⁶⁶ Ibid.

Example: The world is round.

Tom and I are students.

2) Negative form

Formula: S + to be + not + noun adjective/adverb

Example: My bed is not comfortable.

The shops are not open every morning.

3) Interrogative form

Formula: to be + S + adjective/adverb

Example: Is your parents at home?

Are these hotel expensive?

4) Negative Interrogative form

Formula: to be + not + S + adjective/adverb

Example: Aren't you a doctor? Yes, I am/No I am not.

Isn't she a nurse? Yes she is/No, she isn't.⁶⁷

4. Time signal of Simple present Tense

Time signals are words and phrases that tell us when an event takes place. Time signals for simple present tense identify more than just one event. Remember that the simple present tense is used for repeated events.⁶⁸

a. Adverb of Time

Every day	Every week	Every month	Every year
Every/each	In the morning	Once/twice a day	Here/there

Note: adverb of time used in the first sentence or end sentence.

⁶⁷ Ibid, p.18.

⁶⁸ A Faidal Rahman Ali, *Fundamental of English Grammar a Practical Guide*, (Yogyakarta: Pustaka Widyatama, 2007), p. 252.

Example : You write a letter every day

You do not write a letter every month

Do you write a letter every day

Don't you write a letter twice a day

b. Adverb of frequency

Always	Never	Seldom
Often	Now	Sometimes

Note: adverb of frequency is often used before verb or after verb.

Example: They usually study English

They do not always study English

Do they seldom study English

Don't they seldom study English.⁶⁹

Based on statement above we can conclude that simple present tense is a sentence construction which tells or shows the daily activities and general truth in the nominal or verbal form of positive, negative, interrogative and interrogative sentences using its particular time signals.

5. Verbal Sentences in Simple Present Tense

The sentences in simple present tense divided in two parts they are; verbal sentences and nominal sentences. Verbal sentences is sentences that contains a verb or verb form in the predicate position. Nominal sentences is a sentences consisting of a subject and complement

⁶⁹ *Ibid.*

without a linking verb, as very interesting.⁷⁰ In the Basic English Grammar Azar states that verbal sentence is sentence that contains a verb form in the predicate position, when predicate is a verb, the sentence will be called: "Verbal Sentence"⁷¹ Both of sentences have three form of sentences, they are; positive, negative and interrogative sentence. In the positive sentence, the sentence that is used positive form. In the negative, the sentence that is used negative form by adding "does not" (after the verb) in the verbal sentence and "not" (after the verb) in the nominal sentence. In the interrogative sentence, the sentence that is used the interrogative form by adding "does" (in the beginning of the sentence) in the verbal sentence and "to be" in the nominal sentence.

a. Verbal Sentences

Verbal sentence is sentence that contains a verb form in the predicate position, when predicate is a verb.⁷² Or with the other word, a verbal sentence is the one that it is predicate or verb expresses an action or happening.

1) Positive Verbal Sentences

The positive verbal sentence can be included to affirmative sentence. This sentence is used to express an action or happening.

The formulation: S + V1 (s/es) + O/C

The example;

⁷⁰Agustin Leoni, *Cara Praktis Menguasai 16 Tenses*, 2008, Jakarta Tangga Pustaka, p. 21-21.

⁷¹ Betty Schramper Azar, *Op. Cit*, p.168.

⁷² *Ibid*

1. He goes to school every day.
2. They bring my book
3. Ita plays volley ball.

2) Negative Verbal Sentence

Negative verbal sentence is forming with adding do or does then put *not* before verb.

The formulation: S + do/does + not + V1 + O/C

The Example;

1. Ita does not sit on the floor.
2. They do not listen to the radio.

3) Interrogative Verbal Sentences

The question of verbal sentence is forming with putting do or does at the beginning of sentence.

The formulation: Do/does + S + V1 + O/C

The example;

1. Does she eat rice?
2. Do you lend them a book?.
3. Does ita go to school?..⁷³

⁷³ Suryadi and Junaida, Complete English Grammar, (Yogyakarta: Pustaka Belajar, 2011), P.420.

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